

# CAREER DEVELOPMENT ACTIVITY #8



## Title: Identifying Abilities and Talents/ Developing Skills

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**Standard 8001.01:** The student will develop self-knowledge and skills related to the world of work and occupations.

**Objective .0101:** Acquire self-knowledge related to education and occupational exploration.

**Standard 8001.03:** The student will utilize occupational information in the career planning process.

**Objective .0301:** Develop an awareness and understanding of six career fields.



**Objective .0301:** Engage in the career planning process

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**Time:** 45-50 minutes

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**Materials:**

- % Television/VCR and overhead projector
- % Video, "The Pound Theory - Why Everyone is Special"\*
- % Student Record Book 
  - "I Have Talents and Abilities" RB 8 (Teacher Copy, CD 8.5)
  - "My Student Has Talents and Abilities,"  Home Link RB 42, (Teacher Copy, CD 8.6)
  - "Arithmetic of Success" RB 9 (Teacher copy, CD 8.9)
- % Overhead
  - "Ability, talent, and skill--definitions" (CD 8.4)
  - "Ability or Talent + Training/ Practice = Skill" (CD 8.7)
  - "Ability or Talent . . . Varies with Individual" (CD 8.8)
  - "Arithmetic of Success" (CD 8.9)
  - Arithmetic of Success – completed example (CD 8.10)
- % Posters for arithmetic of success equation (TLC Teacher Resource Box or develop your own- see CD 8.7)

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**Rationale:** Abilities and talents make up an important part of our personalities. Seventh grade students often have difficulty accurately assessing their abilities and talents. In this activity the concepts of abilities, talents, and skills will be taught. Students will self-assess their talents and abilities and set goals to develop skills which can be used throughout their lives. Through the home-link activity, parents will be asked to participate in this process. This lesson should be immediately followed by the personality/learning styles lesson.

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**What?** In what activity will the student participate?


- (1) **[15 minutes]** Introduce and view the video, "The Pound Theory - Why Everyone is Special." (Hint: This video is purposely designed to be silly and it sets a



great tone for the activity. Have fun introducing it by saying something like, “This is probably the corniest video that you’ll see in school this year, but I guarantee that you’ll enjoy it and remember the ideas it teaches”). After viewing the video, briefly discuss the concept of virtues as taught by the stork trainer. What do you think he meant when he said that a half-pound of our virtues come from a house blend? Where did he say the other half comes from?


(2) **[3 minutes]** Have students turn to the glossary section of their student **Record Books** , RB 20 - 21, and write definitions for ability and talent. Teachers can utilize the overhead CD 8.4 for these definitions.

**Ability** – what one is able to do, the power to perform a specific task.

**talent** – superior, apparently natural ability in the arts, sciences, or in the learning or doing of anything.

(3) **[10 minutes]** Have students turn to “I Have Abilities and Talents,” RB 15 in the student **Record Books**.  Have students complete the self-reflection as you facilitate a discussion. Remind them that no one will be high or low in every category. Encourage them to be thoughtful and realistic with their answers. Take note of students who mark themselves consistently low on the self-reflection. This tool can be used to identify students who struggle with self-esteem.

**Home Link**  Have students take home a copy of the reflection activity, “My Student Has Abilities and Talents,” RB 42 of student **Record Books** , (Sample CD 8.6) for their parents to fill out and discuss with them. Points could be awarded to students who bring back their copies of the personal assessment signed by a parent.

(4) **[1 minute]** Have students turn to the glossary section, RB 20 - 21, of their student **Record Books**  and write a definition for skill (overhead CD 8.4):

**skill** – expertness which is developed through training or practice.

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**So What?** What will the student learn as a result of participation in this activity?

**[5 minutes]** Use posters to introduce the equation known as the Arithmetic of Success (ability or talent + training/practice = skill). These posters are provided in the TLC Teacher Resource Box or teachers can develop their own.

Make 5 posters with the following on each poster:

<b>Ability or Talent</b>	<b>+</b>	<b>Training/ Practice</b>	<b>=</b>	<b>Skill</b>
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Mix the posters up and allow students to determine how the equation works. (The completed equation is on the overhead CD 8.7.) Discuss with the students that the equation on overhead CD 8.8 varies with each individual. Emphasize that people have varying talents and abilities which may require or allow compensation through training and practice, e.g., a person with lots of talent may get away with less practice.



Give examples to illustrate that the difference between having an ability or talent and having a highly developed skill is time and effort spent in training and practice. Use specific names to help students relate to these examples. **Have fun with this!**

- > sports talent - training = Jr. Jazz, church ball, community leagues, etc.
- > sports talent + training = college athlete, professional athlete, etc.
- > performing talent - training = playing the radio, class clown, garage band
- > performing talent + training = recording artist, music teacher, comedian, etc.
- > mechanical talent - training = weekend handyman, Tim the Toolman, etc.
- > mechanical talent + training = mechanical engineer, auto technician, etc.
- > artistic talent - training = amateur photographer, scrapbooker, etc.
- > artistic talent + training = cartoonist, clothing designer, architect, etc.

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**Now What?** What can the student do with this new information with regard to career development?

**[10 minutes]** Ask students to identify three abilities or talents from the personal assessment that they would like to work on developing into refined skills (these could come from low, moderate, or high columns). Have students use these three talents or abilities to complete the “Arithmetic of Success,” RB 9, of the student **Record Book** . As needed, help the students understand the concept of long-term and short-term goals. Developing the desired skill is the long-term goal. The short-term goals should be the action plan designed to help them progress towards the long-term goal during the next few weeks, months, or years. A completed Arithmetic of Success page can be found on page CD 8.10. Students who are struggling with their assignment can get some good ideas by looking at an overhead of the completed example.

Have students list their most valued talents in box #8, Cargo of their **Chart Your Future**  posters and **SEOP link:**  Student progress towards the goals set in the Arithmetic of Success activity could be discussed with parents, in the group, or in an individual SEOP meeting.

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\* Copies of “The Pound Theory: Why Everyone Is Special” video have been provided to each junior high/middle school in Utah in the TLC Teacher Resource Box. The Utah State Office of Education, Applied Technology section, obtained the right to make copies of this video for 5 years. Contact the Utah State Office of Education at 801-538-7840 if you have questions. For schools outside of Utah contact:

BFA Educational Media; 2349 Chaffee Drive; St Louis, MO 63146 (314) 569-0211/ 800-221-1274  
Fax (314) 569-2834

## **Ability:**

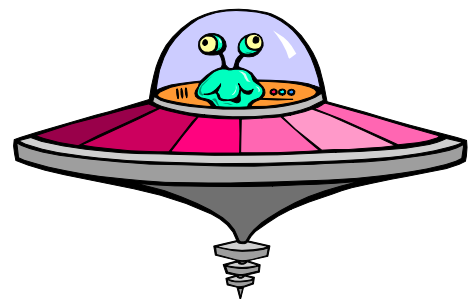
What one is able to do; the power to perform a specific task.

## **Talent:**

Superior, apparently natural ability in the arts, sciences or in the learning or doing of anything.

## **Skill:**

Expertness which is developed through training or practice.



# I Have Talents AND Abilities

*As we discuss the following categories, create a bar graph to represent your level of ability.*

CATEGORY	BELOW AVERAGE (earth-level)	AVERAGE (step into the ozone)	A REAL TALENT! (outerspace!)
<b>Mechanical</b> (taking things apart, building things, fixing things)			
<b>Physical/Athletic</b> (having coordination, quickness, strength, size)			
<b>Manual Dexterity</b> (handling small objects with your fingers easily)			
<b>Analytical</b> (solving puzzles/brainteasers or problems; questioning how things work)			
<b>Creative</b> (inventive, good at coming up with new ideas, imaginative)			
<b>Artistic</b> (drawing pictures, painting, crafts, ceramics, etc.)			
<b>Musical</b> (singing, playing instruments, listening to music, etc.)			
<b>Social</b> (making friends, meeting new people, helping others)			
<b>Persuasive</b> (selling things, getting people to see your point)			
<b>Organization</b> (keeping things neat, using a planner, managing time)			
<b>Leadership</b> (others look up to you and follow your example)			
<b>Academic</b> (learning things easily, performing well on tests)			

# My Student Has Talents AND Abilities

To Parents: Today in TLC we discussed the following categories of talents and abilities. Each student created a bar graph of his or her level of ability. As you discuss this with your student, please take the time to give your feedback and point out specific examples of talents and abilities.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class Period: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

*Please sign and have your student return this form.*

CATEGORY	BELOW AVERAGE (earth-level)	AVERAGE (step into the ozone)	A REAL TALENT! (outerspace!)
<b>Mechanical</b> (taking things apart, building things, fixing things)			
<b>Physical/Athletic</b> (having coordination, quickness, strength, size)			
<b>Manual Dexterity</b> (handling small objects with your fingers easily)			
<b>Analytical</b> (solving puzzles/brainteasers or problems; questioning how things work)			
<b>Creative</b> (inventive, good at coming up with new ideas, imaginative)			
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<b>Leadership</b> (others look up to you and follow your example)			
<b>Academic</b> (learning things easily, performing well on tests)			

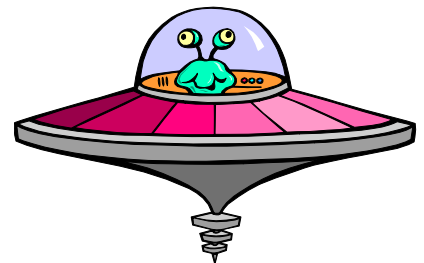
# Ability or Talent

+

# Training/Practice

=

# Skill



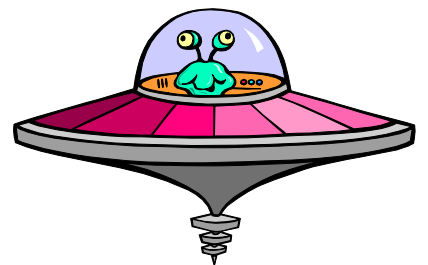
**Ability or Talent**  
(varies with the individual)

**+**

**Training/Practice**  
(varies with the individual)

**=**

**Skill**  
(varies with the individual)





# The Arithmetic of Success

$$\text{Ability or Talent} + \text{Training / Practice} = \text{SKILL}$$

**APPLY** the equation to your life:

Area if TALENT or ABILITY		
	SKILL you wish to develop	ACTION PLAN to achieve desired skill
		ACTION PLAN to achieve desired skill
	SKILL you wish to develop	ACTION PLAN to achieve desired skill
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	SKILL you wish to develop	ACTION PLAN to achieve desired skill

# The Arithmetic of Success

$$\text{Ability or Talent} + \text{Training / Practice} = \text{SKILL}$$

APPLY the equation to your life:

Example -

<p><i>Music</i></p> <hr/> <p>Area if TALENT or ABILITY</p>		<i>Take private voice lessons</i>
	<i>Have a good singing voice</i>	ACTION PLAN to achieve desired skill
	SKILL you wish to develop	<i>Practice ½ hour daily</i>
		ACTION PLAN to achieve desired skill
		<i>Find a solo that I could sing</i>
	<i>Sing a solo</i>	ACTION PLAN to achieve desired skill
	SKILL you wish to develop	<i>Try out for the school show</i>
		ACTION PLAN to achieve desired skill

Your turn -

		ACTION PLAN to achieve desired skill
	SKILL you wish to develop	
		ACTION PLAN to achieve desired skill
<p>Area if TALENT or ABILITY</p>		
		ACTION PLAN to achieve desired skill
	SKILL you wish to develop	
		ACTION PLAN to achieve desired skill
		ACTION PLAN to achieve desired skill
	SKILL you wish to develop	
		ACTION PLAN to achieve desired skill
<p>Area if TALENT or ABILITY</p>		
		ACTION PLAN to achieve desired skill
	SKILL you wish to develop	
		ACTION PLAN to achieve desired skill